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The Fairy Lore of the Elizabethans

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THE fairy tale still holds a place in the hearts of children that no amount of scientific disapproval can ever abolish, but among teachers, even those who have given time to the study of children's literature and how to teach it, the background from which the tales were built is frequently unfamiliar, while the history and sources of the few individual tales which they plan to present remain in their minds as mere phrases.

The fairy lore that has been such a delight to the artist minds throughout the ages and which serves as an outlet to the imagination which clamors in all children, too often remains an unexplored field. It is because the writer believes that knowledge of this kind is desirable for successful presentation of the folk and fairy tale by teachers, that this bit of delving into Elizabethan elf knowledge is offered.

In the Golden Age, when men played with charmed words and Triton's wreathed horn could still be heard, the fairy folk were well known and their lore well established. From the fore-runners of the great Will Shakespeare, to that last of the Elizabethans, Milton, one and all felt, understood, and ac-

cepted, the "wee ones." It was during the sixteenth century that a conception of a fairy world, with a predominance of good powers over evil, took the place of the earlier theory of demonology.

The land of Faery was a miniature world fashioned after our own, in which fays lived and mated, ate, slept, quarrelled and rejoiced. They were in close touch with mortals and occasionally took an earth child to raise. Perhaps these adopted children returned to tell how the fairy folk looked. At any rate, every one seemed to know how they appeared, although the penalty for mortal's spying was severe.¹

It was common knowledge that they were beautifully shaped little creatures, almost too tiny to see. From their shoulders fluttered wings, gauzy as those of butterflies, with which they could travel at incredible speed.² Their mantles were green, and their plumed hats often of the same vernal color.³ The spider

1 Pinch him, pinch him black and blue,
Saucy mortals should not view
What our fairy queen would do. Lyly, "Endymion."

2 Hand in hand with fairy grace . . . swifter than the
moon's sphere. Shakspeare, "Midsummer Night's
Dream."

3 Plumes and scarves and mantles green,
Fairy court, and king and queen.
Drayton, "Nymphidia."

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was their linen draper, and their clothes were fashioned by fairy tailors from the velvet of pansies, or the satin of rose leaves. Mouse skin served for the leather of shoon. Every courtier bore at his side a rapier of hornet's sting. Armor was provided for such times as honor demanded the presence of any fay in the lists.⁴ There were helmets of beetles' heads warranted to strike terror into the heart of the boldest foe, while the armor was all of fish scales, close linked by the armorer squirrel. A fairy day began when the stars told mortals that it was midnight.⁵ Then did it behoove every human to creep to bed and leave the fays to their moonlight revels. Where they danced in the meadows, there a fairy ring was left, and whoever of this mortal world set foot inside one next day, would have the best of fairy luck.

Festivities began in elfland, as is proper, with a banquet, and, just as for festive occasions, men do not always choose to arrive on their own feet, so the elves often preferred to use other means of conveyance, rather than their own wings. So they arrived at the balls or went to their other social gatherings on the backs of mice, such spirited steeds as bats, or on the steady coach hacks of beetles;⁶ while the ladies rolled along in suitable carriages.

At the banquets, how they feasted! While the elfin orchestra of gnats and grasshoppers supplied the music,⁷ the fays ate such food as became their station. They sat at mushroom tables spread with the damask of spiders weaving. They drank healths in dew, sweetened with the nectar of the violets; they ate choice meat, spider's legs, and adders ears; ants weren't thought highly of, evidently, since the beggar appeals for one as food suited to his poverty stricken-

4 Coat of mail of fishes scale,

His rapier a hornet's sting. Drayton, "Nymphidia."

5 Lovers, to bed! 'tis almost fairy time.

Shakespeare, "Romeo and Juliet."

6 On a bat's back do I fly,

After summer merrily. Shakespeare, "The Tempest."

7 The piping gnat for minstrelsy. Herrick, Oberon's Feast, "Hesperides."

en situation. Bees' bread and honey were the desserts which topped off the fine banquets that were so much in favor with fairy folk.⁸ In idle moments all comfortably situated fays couched themselves in flower bells.⁹ But sleep was not a necessity, evidently, for the fairy court moved about the world with the moon, to continue its revels. When the lark sang matins for the sleeping world, then the fays fled on swift wings after the grey mantle of the night.¹⁰ Daylight is recognizedly cruel and something to which no self-respecting elf should be exposed.

Beyond the confines of this mortal world, somewhere nearer, perhaps, the starry threshold of Jove's court, lies the realm of Faery, according to Herrick, who seemed of all the Elizabethan acquaintances of the fays, to be the mortal who knew them most familiarly. Here is the palace of the king and queen of Elf-land where their majesties dwell when they are in residence. The palace is all of mother-of-pearl to glisten in the moonlight. It is surrounded by a park and equipped with an ivory tennis court for elfin sport. There is a dairy, too, of the purest sapphire, to insure proper nourishment, no doubt, for infant fays and possibly to make positive that the king may always have a little butter to his bread.¹¹

The king and queen of this charming realm were known in the Golden Age

8 Moles eyes they ate, and adders ears; a spider's ham; the bee's sweet bagge. Herrick, "Hesperides."

In pure seed pearl of infant dew,

Brought, and sweetened in the blue and pregnant violet. Herrick, "Hesperides."

Bring me the honey bag, and have a care it break not. Shakespeare, "Midsummer Night's Dream."

Black I've grown for want of meat,

Give me then an ant to eat.

Herrick, The Beggar to Mallo, "Hesperides."

9 In a cowslip's bell I lie. Shakespeare, "The Tempest."

For the queen a fitting bower,

In that fair cowslip flower. Drayton, "Nymphidia."

10 I do hear the morning lark! Let us away . . .

Trip we after the night's shade,

Swifter than the moon's sphere.

Shakespeare, "Midsummer Night's Dream."

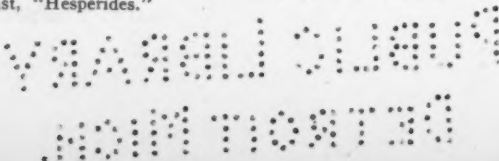
11 A curious park . . . an ivory tennis court, a sapphire dairyroom . . . a ginger hall.

Thomas Randolph, "Amyntas."

The floor on which they trode, it was of jet

And mother-of-pearl, polished and cut.

Hazlitt, *Fairy Mythology*, Ch. 16.



as Oberon and Titiana. At least, Shakespeare, who seems to have had access to special sources of information, speaks of the queen as Titania, but to the less personally acquainted and more crudely bred mortals, she was commonly known as Queen Mab. Both their majesties possessed the type of temperament that her mortal highness, Queen Elizabeth, had made familiar as "royal." Herrick makes note of their open disagreements, and Shakespeare speaks of Oberon's irritability.¹² These gusts of temper only served to endear them the more both to their own subjects and to mortals, for there are many records of the affection in which they were held.

It is recorded that the queen of the fairies wore always the finest of white gowns,¹³ beneath her coat of green, and occasionally the rose pink girdles of her attendants are mentioned, so perhaps she sometimes allowed herself a colored sash. But in general, she seemed to get her satisfaction in dress from the fineness of the material. Oberon, however, pranked about in enough finery to cause shortage of the exchequer of Faery, if there were any such thing. On state occasions he shone like some gorgeous tropical butterfly, if the account that is reported in Hazlitt be correct. He glowed, he glittered, he shone, and from his shoes and mantle came the choicest odors of flowerland. The Golden Fleece which Jason had sought so long contributed the wool for the fine crimson breeches with which the royal elf-legs were clad. With a green and white doublet, blushed breeches, slashed with yellow-gold dandelion velvet, orange and black shoes, through which were drawn puffs of the lavender satin of the violet lining, and an opalescent waistcoat and changeable

mantle on which the choicest jewels of Fairy land sparkled, no tropical humming bird of our prosaic world could flash with half the gorgeousness which King Oberon displayed.¹⁴

The queen's coach must have consoled her royal fairyness for the grandeur of Oberon's garments. It was made of a snail shell, with a canopy of butterfly wings. Four coach horses, with harness of gossamer, drew the lovely thing, which was upholstered in the pearl grey of bees' wool.¹⁵ Evidently the livery of the personal servants of her majesty was grey, too; at least, her coachman wore it. Outriders accompanied the royal equipage. Four of the chosen of her followers, mounted on grasshoppers, accompanied the carriage, with cloaks of cobweb about them if the nights were chill. Again, you see, the pearl grey livery is suggested.¹⁶

Much work there was for fairy hands to do in days of yore. Until sceptics' eyes and biologists' scalpels drove them hence, the fays had serious responsibilities in connection with the mortal world. It was their duty to decorate the flowers.¹⁷ Every good servant girl who cleaned well and churned thriftily must be rewarded by finding a piece of fairy silver in her shoe next morn. The poor and overworked farmer must be assisted

14 A cobweb shirt, more thin
Than ever spider since could spin;
Bleached to the whiteness of the snow;
A waist-coate made of trout flies gilded wing;
His doublet made of the four leaved true-love
grasse . . .
Buttoned with sparkling adder's eyes . . . lined
With the white poppy. . . .
Breeches woven by Arachne . . . dyed crimson with
a maiden's blush
And lyned with dandelion plush.
A mantle of tinsel gossamer,
Bestarred with diamonds of dew. . . .
Lady bird wings made his shoes
Which were lined with violets; his belt
. . . beset with cowslip studs.
Selection quoted in Hazlitt, *Fairy Mythology*, Ch. 21.

15 Her chariot a snail shell small,
The seat the soft wool of the bee,
The cover, gallantly to see
The pied wing of the butterfly.

16 Upon a grasshopper they got, and after her they hid
them,
A cobweb over them did throw, to shield them from
the winds that blow. Drayton, "Nymphidia."

17 I must go seek some dewdrops here,
And hang a pearl in every cowslip's ear.
Shakespeare, "Midsummer Night's Dream."

12 Jealous Oberon . . .
Shakespeare, "Midsummer Night's Dream."
Oberon, passing fell and wrath. Ibid.

13 The queene of fairies, dressed all in robe of white.
Shakespeare, "Merry Wives of Windsor."

The queen sat on a sapphire throne; a plain coronet
of gold crossed her hair, and her robe was of white
satin. Hazlitt, *Fairy Mythology*. Report from a Chap-
book.

during his planting and his harvest time. Those who were not living as they should, must be disciplined. The maids who scamped their work would find themselves sore and worn by the pinching they received from Mab's crew, while they were asleep.¹⁸ The greedy would be sent fever sores and aching heads with the compliments of her Fairy Majesty.¹⁹

Outdoors, beside distributing the dew, each cowslip must receive the special marks of favor, granted the cowslip family by their Majesties' pleasure.²⁰ Dreams that were wandering around, not sure of where they were to go were guided to the proper mortals' brains, and often a rush order for a particularly delightful dream for a child was brought by special fairy messenger.

To every court, its jester, and to Fairy Land the jester of jesters, Robin Goodfellow by name. He stirred the elfin court and all the mortal world too, with laughter holding both its sides. Like other fays he could change his appearance at will, and sometimes came to earth as a lubber-fiend, sometimes in his own dainty shape, and sometimes as the laughing Puck. Of all fays, he was most swift. Forty minutes to be around the world and have a message delivered, is record breaking speed.²¹ And he did enjoy his own tricks so much! It was he who led astray those sleepy swains who should have been abed instead of wandering about the fields.²² It was his

18 She was pinched and pulled she said.

Milton "L'Allegro."

Sluts and slovens I do pinch.

Quotation found in Hazlitt, *Fairy Mythology*.

19 The angry Mab with blisters' plagues,
Because their breaths tainted with sweetmeats are.

Shakespeare, "Romeo and Juliet."

20 These be rubies, fairy favors,
In these freckles lie their savors.
. . . I must away, and hang a pearl in every
cowslip's ear.

Shakespeare, "Midsummer Night's Dream."

The cowslips tall her pensioners be.

Shakespeare, "Midsummer Night's Dream."

21 I'll put a girdle round the world
In forty minutes.

Shakespeare, "Midsummer Night's Dream."

22 You are that shrewd and knavish sprite
Called Robin Goodfellow: are you not he
That misleads night wanderers?

Shakespeare, "Midsummer Night's Dream."

tricksy wit that set all the maids agog over the lost spoon that they but just this moment laid down. The prudish seldom escaped if Robin were about. He would assume the appearance of a stool, only to slip from beneath them at the moment of sitting and so cause them a most undignified tumble. But it was he who did for the hard-working farmer, what ten men could not do; who, for a bowl of cream, would finish a weary housewife's churning or the goodman's cobbling, if they would but leave him alone and be off to bed before fairy time came around.²³ Verbal thanks he would not stand for. Never, when once spoken to, would he return.

When the shadow of Puritanism fell on the fays and they shrank back toward the shelter of elfland, the few who were the very Galahads of Fairy Land grew into the conception of that last, loveliest, and most apart of the Shakspearians, Milton. His fays became spirits of the earth and air; Sabrina, who sits beneath the wave, whose printless feet did not even bend the beloved flower of the fairies, the cowslip, the crystalline spirit who dwells before the threshold of Jove's court, and who came, as the earlier fairies came, to rescue the good mortal from the thrall of evil.²⁴ Later, when Milton ceased to see them, these fled with the others to the bogs and fens of Ireland avoiding mortal sight entirely, but occasionally sending out an Irish relation, the leprechaun, to see how things were going in the world, now under the thrall of evil spirits again.

Misshapen, old and ugly, the witches rode through Cromwell's time and still ride for many, through briar and

23 Those that Hob-goblin call you and sweet Puck,
You do their work, and they shall have good luck."

Shakespeare, "Midsummer Night's Dream."

(Hob is a common English nick-name for Robin.)

Among the rest was a Good fellowe devill

So called in kindness, cause he did no evil,

Known by the name of Robin.

Who came o' nights and would make kitchens clean.

Extract found in Hazlitt, *Fairy Mythology*.

24 See Milton's "Comus."

Fairy Tales as Folklore

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TELL me a story, Mother" begs the child, weary with the play of the day and ready for that happy hour just before bedtime. And the mother responds to his plea with some of the old favorite tales. Perhaps it may be "Puss in Boots"; perhaps it may be some one of the many versions of "Reynard the Fox." The child listens, lost once again in wonder at the exploits of that almost human cat or the fox that behaves as a man would. What does it signify? Just this. The desire of the child for a story is but the echo of an instinctive cry that comes from man through the ages; man in the most primitive society; man in the age of barbarism; man in our own era of scientific marvels. Man has always craved "a story." And the story? The story too is an echo, a survival from some tale that sprang into being to satisfy this primeval instinct of man.

For the art of the story-teller has been cultivated among all nations, not as a pastime for children, but as a vehicle for conveying lessons of truth and beauty, and as a means of handing down to succeeding generations the deepest religious and philosophical beliefs. The story-teller among the primitive tribes of man, giving full play to his vivid and fertile imagination brought to his spell-bound audience crude recitals of deeds of vigor.¹

^{*}This material forms part of a course in Children's Literature given during the summer terms at Mercer University, Macon, Georgia. In forthcoming issues, Miss Swindells will discuss some common folk tale incidents, and analyze several familiar fairy tales from the point of view of folk literature.

¹ For a fuller discussion of topics set forth here, see *The Science of Fairy Tales* (Frederick A. Stokes, publisher) by Edwin Sidney Hartland, who is the authority for material in this section.

But through the ages man's imagination has worked by fixed laws and on the same materials. Therefore there may be found among some of the most refined products of a higher type of imagination the same substance that goes to make up the rudest. True, the plot worked out by the savage may be wilder, less hide-bound than is the plot of some modern story, but beneath the superficial externals wrought by centuries of civilization, we find a not far distant resemblance between the two. Incidents, save for such differences as would naturally arise from differences in climate and local environment, are almost indistinguishable.

In character portrayal, however, we find a greater divergence between literary efforts of the earliest times and those of later date. To the savage, action was the essential element in any story; little or no attempt at character delineation was made. Passions were shown as simple and violent. Hence the result was in some cases a story which seems to us today inconsistent, impossible, or even repulsive.

But the very crudities of these early tales make us realize as we delve deeper and deeper into the shadowy ages of primitive man that the art of story telling was one of gradual growth, arising and continuing that growth because it filled an unconscious but inevitable need in the life of man. It could not have been a conscious art at first, because conscious art is possible only under an advanced culture and under more or less definite literary influences. But we find that as story telling does develop as a

conscious art and a literary form begins to take and maintain shape, the storyteller's material is largely colored by remnants of primitive tales, which through long oral tradition have become a vital part of our mental heritage.

Meaning of the Term "Fairy Tale"

The term "fairy tale" as used today has rather a vague and indefinite meaning. It may be well, therefore, for us to consider some of the types of stories thus referred to, and to make plain our use of the term. Perhaps we may agree with Hartland that the fairy tale is a "traditionary narrative" in which the supernatural plays an essential part, but which does not relate to cosmological or national events or to divine beings.² This will at once exclude such tales as those from the pen of Hans Christian Andersen, those surprisingly beautiful stories by Oscar Wilde, the delicate and whimsical PETER PAN by Sir James Barrie, and the hundreds of other recent stories which we may best, perhaps, designate as "modern fantastic tales." This classification is used by Curry and Clippinger in their admirable collection CHILDREN'S LITERATURE.³

Excluding such stories as those just mentioned, we shall use the term fairy tale to mean that great number of traditional tales which have been handed down from time immemorial, those tales which were, in a sense, never written, but which simply evolved. Many of them existed first as myths, believed by those producing them as explanations of the phenomena of life and nature evidenced on every hand but little understood by the simple savage mind. These crude beliefs carried over into a higher stage of culture in the peasant lore of the people, were transmitted orally from generation to generation, and, while not actually believed, were yet accepted as a part of the great mass of superstitions which char-

acterized the thought of the peasant class. From this source they became the literary heritage of the race when a written literature became possible.

This type of story is what we mean when we speak of "nursery tales," called more exactly by the Germans "Märchen." MacCulloch in his very interesting CHILDHOOD OF FICTION says that there are three essential characteristics of this type of story:

1. The characters in the tale are all anonymous.
2. There is no note of time or place.
3. The story has a definite theme or plot worked up to its definite conclusion.

As we read these stories, again and again there comes to our minds the natural question; but what has kept these stories alive through the centuries? And there comes the natural answer; simply the fact that these stories are nothing less than a part of that always interesting mass of material known as folklore. The term folklore was first used by Mr. W. L. Thom (1803-1885) to designate "that department of antiquities and archaeology which embraces everything relating to ancient observances and customs, or to the notions, beliefs, traditions, superstitions, and prejudices of the common people." We shall find that fairy tales are compounded of many incidents that are the common property of the common people of many nations. They may contain incidents which are known throughout the habitable world. For these incidents are often based upon ideas not peculiar to a tribe or nation, but upon ideas held by savages everywhere, ideas that have given way only before the advance of barbarism, civilization, science. Hence these tales, which are now told for the amusement of children, contain elements which are survivals of primitive beliefs and practices of our far-away ancestors and which reflect accurately their tribal rituals, customs, and organizations.

² Hartland. *The Science of Fairy Tales*, Chapter I, p. 3.
³ Curry and Clippinger. *Children's Literature*, Section IV.

*Some Primitive Ideas Commonly Found
in Fairy Tales*

A consideration of some of the outstanding features of these beliefs and practices will enable us to understand better the supernatural and, apparently, senseless element in some of the stories. The first of these beliefs which challenges our interest is the widespread acceptance of *animism*. Dr. Tylor, one of the foremost of the modern students of primitive customs, defines animism as the doctrine that inanimate, as well as animate things, "are endowed with reason, intelligence, and volition identical with that of man." Such ideas come down to us today in our figurative language which attributes to the forces of nature the passions and power of man himself. We say that the moon has hidden her face; that the sun smiles down in the balmy days of spring, but glares down in the heat of mid-summer; that the wind whispers through the trees; or that the trees nod to each other. The primitive attitude of thought may be compared to the mental attitude of the little fellow who, having bumped his head against the table, proceeds to strike the table as though it had willed to hurt him. Language which to us would be but the expression of mere figurative fancies, was to the savage the expression of a natural mode of thought.

Very closely akin to animism, in fact almost a part of it, was *fetishism*. Lewis Spence in his *INTRODUCTION TO MYTHOLOGY* says that fetishism is the belief that an object possesses "consciousness and volition and supernatural qualities, especially magical powers." One has not far to look in our fairy tales to discover traces of this belief. The lamp in "Aladdin and the Wonderful Lamp" was certainly a fetish. The "Open Sesame" in another of the *ARABIAN NIGHTS' TALES* was but the belief in the supernatural power of a name.

A third idea that held sway over primitive mind was a belief in *totemism*.

This, too, in a way, is but a continuation, or extension, of animism and fetishism. One of the accompaniments of such a belief was the idea that there can be a complete change of form without loss or change of identity. Reference to such change of form (metamorphosis) occurs again and again in fairy tales. The sun, the wind, animals may appear in any number of shapes. They may appear as men, as beasts, as birds, or as inanimate things. They may speak, move, marry, have children. Granting this state of thought, it does not seem strange that marriage between a human being and an animal or a plant was admitted possible. We find records of savages today who hold that such things, even if not now true, were true in some far past time. Hence it was entirely possible to trace one's ancestry back to a bird, or a beast, or a tree, or a cabbage. This constituted the basis of totemism, the mystic ancestor (bird, or beast, or plant) being worshipped as divine, and being known as the totem for the particular clan which claimed descent from him.

We may thus account for such tales as "Snow White and Rose Red" in which a prince, changed by magic into a bear is the hero, or for the repulsive and yet attractive beast in "Beauty and the Beast." This totemistic belief becomes the basis for the regular beast tale so popular among early peoples, and handed down in literature in the beast epic of Reynard the Fox and in the fables of Aesop.

Nor is the explanation for this savage mental attitude difficult to deduce. Investigations carried on today among the most backward types of mankind reveal similar mental operations. In any people in an uncivilized state, there is a predominance of the imagination over the reason—just as there is in little children. Again in an isolated primitive tribe there is always a narrow field of observation unchecked by any scientific

knowledge or tests. Interpretations of the phenomena about him are based entirely upon the savage's own emotional reactions. Consequently we find the whole scheme of his life, his social, his religious, his political institutions colored by the peculiar tracings of his imagination.

Theories of Resemblances among Folk Tale Incidents.

Again we quote Hartland: "The name of fairy tale is legion, but they are made up of incidents whose number is comparatively limited." The truth of this is easily observed; we find the same motif appearing again and again in stories originating in far distant and totally separated parts of the world. Many theories have been advanced to explain these resemblances, resemblances which are found not only in general theme, but even in minor detail, between stories originating now in Australia, now in Iceland, now in India, and again among the aborigines of the wilds of North America. In a discussion of this length we can do no more than mention some of the more striking theories.

According to one school of mythological interpretation, all myths (and hence the materials of folklore such as we are considering) arose from a common center. This center was the East, or, more definitely, India. This theory, others claim, fails in some of its fundamental tenets, for it attempts to prove that the elements of the stories are such as belong to Indian soil. For instance, the idea of transformation (metamorphosis) is said by these writers to have been borrowed from the Hindu belief in transmigration of the soul. True, the similarity between the two beliefs is vitally striking. But may not each have been the outgrowth of animistic and totemistic ideas? There is no question but that shape-shiftings have been the commonly accepted ideas of all primitive peoples. In all nations we find

beast marriages and helpful animals. We are driven to the conclusion, says McCullough, "that there never has been any one center for story invention, but there were many centers, and diffusion by borrowing or transmission has gone on steadily from prehistoric times." In examining any of the great story "cycles," we discover that the incidents related are such as would occur in most primitive situations. True we find few, if any, exact savage variants of entire elaborated "cycles," yet most of the developing details of the stories may be paralleled in short tales of different races. Now it may well be possible that many of these separate incidents may have been invented entirely separately and independently in the various races where they have been found, for they are based on world-wide belief and custom, and display only such differences as would inevitably come about from local environmental influences.

The werewolf superstition affords an excellent example of a single story coming apparently from many different sources. All of the variants are remarkably similar, yet each bears such distinguishing marks as would naturally arise in the given locality which produced it. According to this werewolf superstition, a man or woman who has taken an animal form, and who has been wounded while in that form, will find, upon resuming his natural shape, that the corresponding limb will be hurt. This belief is found practically all over Europe, in South America, and even in Melansia. But the variants show this difference; the animal in each case is an animal common to the locality; in Europe it may be a bear or a wolf; in Malaysia, a tiger; in South America, a jaguar.

Or may not the idea of weaving a net be suggested by the web of a spider in so likely a fashion as to account for a West Indian tale and a North American Indian tale in which the hero in each

Trends in Juvenile Publications

1920 - 1930

ANNA MUDGE

Detroit, Michigan

PROGRESS in the publication and distribution of children's books during the decade from 1920-30 was almost phenomenal. It has been estimated by reliable publishers and book sellers that the children's books produced and sold doubled in number during that period, with a yearly increase of ten per cent. Of course the developments which led up to this rapid increase in output extended back over many years. Behind this movement lay the steady growth of children's book departments in public libraries. Nineteen twenty-nine marked the thirtieth anniversary of the establishment of children's rooms in the libraries of the country which had at first to fight their way to recognition. Then came training of librarians, growth of branch systems, the new type of school libraries, and in 1919, the adoption of the National Book Week Program.

The National Association of Book Publishers and children's librarians have specialized in a new way in this field and have instituted many practical ideas which have brought about a wave of interest in children's reading and a new critical attitude toward children's books.

The John Newbery Medal, scholarships in children's library work, children's book clubs, lending service, children's book shops, exhibits, window displays, advertising, children's catalogs, and the like were established for the purpose of increasing the attention to children's books. So steadily did the idea grow that during the ten years fully fifteen of the prominent publishing houses had reshaped their departments and put them

in charge of specialists in children's reading. In this capacity Louise Seaman was brought to Macmillan's; May Massee, to Doubleday's; Bertha Gunterman to Longman's; Virginia Kirkus, to Harper's; and Lucile Gulliver to Little, Brown's. So important has the publishing and selling of children's books become that it may almost be said to be a profession by itself, and juvenile literature may yet become a general branch of letters. More and more the interest in children's books is growing. Book-lovers among children are going to be the book-buyers of the future.

The World War, too, did something to children's literature, for since that time there has been a tremendous increase in the importance of children's books. Child readers are demanding and winning the finest creative talent in writing, in illustrating, in decorating and in producing, from such distinguished artists as the child's world never knew before. Since the World War a new variety of children's literature has been developing as if in answer to the feeling of internationalism. There are books about other lands and other peoples, such as *SATURDAY'S CHILDREN* by Helen Coale Crew. There are books about history written in fascinating style, outstanding among which are *Van Loon's STORY OF MANKIND*, *Hillyer's A CHILD'S HISTORY OF THE WORLD*, and *Kunnun's FIRST DAYS OF MAN*. There are books about beginnings like *HOW YOU BEGAN*. All are written in the attempt to provide information together with enjoyment.

Concerning the trends and types of

children's stories, there is a controversy in which "doctors disagree"—even such eminent "doctors" as Hendrick Willem Van Loon and Charles Finger, both winners of the Newbery Medal. Van Loon, to whom Miss Seaman refers as "that caustic true friend of the young writer today," writing in the *NEW REPUBLIC* November 25, 1932, says that "Old fairy tales are dead." He believes that children are demanding realistic and informative stories, and quotes an approved list among which are such titles as: *THE FARMER SOWS HIS WHEAT* and *HOW IT ALL BEGAN*.

Charles Finger, writing in *THE ELEMENTARY ENGLISH REVIEW* January, 1933, declares that such call never came from the children themselves, but that it is a nostrum being dealt out by adults. Mr. Finger does not believe in using literature as a decorative ladle for dishing out information and instruction.

Bearing out these arguments, on the one hand, Constance Mitchell declares it her experience that in the book shops at the Christmas season, even young children of kindergarten age turn from the old nursery tales to the realistic stories about everyday life; they ignore the old classics of mother's time, and demand brand new books. Changing life conditions, she believes, are affecting the child as well as the adult. Alfred E. Knight, with the Smith and Butterfield Company of Evansville, Indiana, made practically the same observations. "Old favorites" he said, "such as *HEIDI*, *LITTLE WOMEN*, and *ALICE IN WONDERLAND* were left upon the shelves while new copyrights by new authors and new illustrators moved rapidly."

On the other side of the question we may consider Mary Frank's statement that "in this age of swift flux," there has been little fundamental change in the world of children's books. "The old favorites of yesterday," she says, "are as popular today. Children do not feel that *ALICE IN WONDERLAND*, *HEIDI*,

PINNOCHIO are out of date or out of keeping with the times. The demand continues indefinitely," she insists, "for fanciful, imaginative, whimsical tales; tales of adventure, of animals and of real boys and girls."

Marion Fiery declares that a good children's book does have permanent value. She has selected a list of seventy-six such books from those published between 1920 and 1930 which she considers will stand the test of time. This valuable book list may be found in the *PUBLISHER'S WEEKLY* for September 17, 1932.

In reviewing a number of surveys which were conducted here and there over the country in 1932 to determine the reading interests and habits of children, favorite books were found to be about as follows: Third and fourth grades: *HEIDI*, *PINNOCHIO*, *DR. DOOLITTLE*. Fifth and sixth grades: *HEIDI*, *PINNOCHIO*, *PETER PAN*, *ROBIN HOOD*. Seventh and eighth grades: *TOM SAWYER*, *FRECKLES*, *LITTLE WOMEN*, *TREASURE ISLAND*.

In answer to the question "What kind of stories do you like best?" fairy stories led, in spite of the fact that some students of children's literature believe that "old fairy tales are lead." After fairy stories came animal stories, Indian stories, adventure stories, aviation, mystery and romance in the order named.

In regard to illustrations, Helen Martin, now on the staff the University of Chicago Library School, and formerly Assistant Professor of Library Science in the School of Librarians in Cleveland, has compiled a bulletin embodying the results of a study made in the libraries and public schools of Cleveland, which shows that pictured content presented realistically is a most important factor in the selection of books. Color is the important determining factor in children's preferences for illustrations. Animals are prime favorites. Humor is enjoyed. Silhouettes and the decorative type

of illustration are not popular. The four color lithographs are most popular.

Despite the numerous surveys and studies which have been made to determine children's preferences in literature, research on the part of the writer has so far failed to unearth a reliable index to popular demand for children's books.

Does the change in the trend of children's literature indicate that the young people of today are changing? Does it not rather show that writers themselves are changing as a result of a better understanding of "eternal childhood?" The new education recognizes and respects the child as an important individual whose life is to be fittingly lived out and enjoyed. This in contrast to the old, which considered him as a potential adult to be prepared for a more prosaic period of living. Did the child of yesterday enjoy PARENT'S ASSISTANT more than he would have enjoyed such a book as DR. DOOLITTLE if left to his own choice? If so then childhood has indeed changed.

The development of children's books has been a process of evolution, and today no intelligent writer for children fails to attempt, at least, to understand their preferences and to cater as much to their enjoyment as any writer of adult literature does to grown-ups. Those who write for children have learned to trust the frank criticism of their readers, while editors and publishers are guided in their output by the children themselves. In this way great improvement has been made both in content and in physical make-up of children's books, the outstanding feature of the latter being that of color.

The quality of literature produced in these days is undoubtedly enhanced by the depression which has brought to light the fact that in the prolific years there has been an overproduction of a certain kind of children's books which though not really bad, had not the quality of those which Miss Fiery has listed

as "permanent books." Such books disappear in these times of retrenchment.

The study of the effect of the depression upon children's literature is of interest; though rather appalling. The writer examined a number of literary magazines—THE BOOKMAN, LIBRARY JOURNAL, THE SATURDAY REVIEW OF LITERATURE, and made an intensive study of the PUBLISHER'S WEEKLY from 1927 to May 1933, to discover when the Monster entered and began to break down and weaken, if not utterly to destroy the rapidly growing structure of children's literature.

Great optimism is shown, though perhaps a little forced toward the last, up until 1930. The first note was sounded unintentionally, by Alfred E. Knight of the Smith Butterfield Company of Evansville, Indiana in 1929. "We did not experience any special recession," he wrote, "of buying children's books this year over other years, as might have been expected because of the slight tightening of the spending power of the public, but our surprises have been in the character of the books purchased rather than in the cost price to the buyer."

In 1930, various book shops write in the same vein of grim optimism, while the tentacles are closing about them. One writes: "The main problem of 1930 is to persuade people that even in dull times they can still buy all the books they need for the children." Another, "We found last year that in spite of the trade slump, children's books sold about as well as ever." "This is typical," the reports continue, "of many booksellers who are looking to the children's department to be one of their main stays in a rather confused season." "Undoubtedly booksellers have been buying with great caution." "We do not think the problem this fall differs from last fall." "Even hard times do not stop the middle class from buying freely, generously, for their children."

In June, 1931, the following ques-

tion was put to heads of children's book departments of New York publishing houses. "Does business depression with its enforced cutting down of family expenses affect the sale of children's books as much as adult books?"

In general the replies were optimistic. Most of the publishers were continuing along well set lines and planning their usual output of fall juveniles. Managers of children's book stores and book shops thought that book buyers cut down on adult books much more than they did on children's. Some reported a better June than last year, with good sales even in the summer. Brewer, Warren, and Putman branched out with a new juvenile department in the fall of 1931 with a good list of books.

John Macrae, Jr. of the E. P. Dutton Company sounded a pessimistic note. Dutton's cut their fall juveniles, he said, from thirty-two to fourteen, fewer than half the titles of the previous year. This cut was made intentionally by the company in the belief that prospects for the fall trade, especially in children's books, were bad. He attributed the cause to the depression and to the price cutting activities of Junior Book Clubs. "Any one talking to booksellers," he said, "must get the impression that there were too many juvenile books published last year. If available records are correct juvenile books were off in sales to a much larger extent than other books."

The Frederick A. Stokes Company did not believe with Dutton that the sale of children's books was as much affected by economic conditions as was that of other books. They cut their entire fall lists in half but made a relatively small cut in the juvenile list and included in it several new authors and artists. Harper, Appleton, Longmans, Green, found no reason to alter their fall lists. Longmans, Green announced in the fall of 1931 that they felt no effect of the depression in their juvenile department.

At this time Stephen Moore wrote, "Business was down in 1931 at least ten per cent. The stores generally seem to feel that juveniles showed the least loss. This is natural as the juvenile business has been the field which in previous years has been showing the most consistent increase."

In March 1932, Helen Hammeth Owen wrote, "This spring brings a decided drop in the production of books for children. Not nearly as many new books are announced as last year or the year before. This is just as well for fewer and better books are an ideal for the children's trade as well as for publishing in general."

The first six months of 1932 showed such a rapid decrease in the number of new children's books published that children's departments went under careful revaluation in a number of publishing houses, and curtailment of organization brought the whole problem of children's books up for survey and reanalysis. At Doubleday's where the department has been such an outstanding feature, May Massee was replaced by her assistant, Dorothy Bryant.¹ Harper Brothers who have had one of the oldest and largest departments of children's books, do not plan to give the department the separate status which they have heretofore done, and Virginia Kirkus, manager, has left for other fields. Knopf gave up its separate department. Coward McCann's linked with Longman's, and Appleton's with the Century. All this came as an effect of the depression and curtailed sales.

A census, authorized by Congress, of the aggregate manufacture of books was printed in the PUBLISHER'S WEEKLY of January 19, 1933. This shows the sum total of juveniles to have dropped from 36,885,167 in 1929 to 22,416,442 in 1931, a decrease of fourteen million. It cannot be denied that the publication of

¹ Miss Massee is now in charge of the excellent children's department recently established by The Viking Press.

A Plan For Teaching "The Man Without a Country"

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A GROUP of students working under my direction made a study of THE MAN WITHOUT A COUNTRY with the objective of determining an effective method of presenting it to boys and girls of the upper grades. The plan as given is my revision of their work. The study therefore represents the thought of my students as well as my own.

I. Explanation of the study:

A. Point of view: THE MAN WITHOUT A COUNTRY should be presented from the standpoint of appreciation, not information. The plan which is submitted

1. Takes up an appreciative analysis of the cause of Philip Nolan's disloyalty.
2. Analyzes the court scene in which he cursed his country.
3. Makes clear the depths to which Philip Nolan descended in suffering the consequences of his rash wish.
4. Shows how he became an ideal patriot.

B. Purpose: An attempt is made to show how literature may be used

1. To inculcate the fundamentals of citizenship.
2. To bring about a modification of conduct which is in accord with high civic ideals.

C. Plan: The teacher is

1. To motivate the presentation by telling the pupils the story of the life of Edward Everett Hale, the author.
2. To divide the story into four units:

- a. The first as planned includes the *who*, the *when*, the *where*, and Philip Nolan's curse.
 - b. The second covers the *complication*, including the reading of "The Lay of the Last Minstrel."
 - c. The third takes up the incidents proving his patriotism.
 - d. The fourth is given over to a consideration of the death scene and its significance.
3. To provide vocabulary studies for two purposes, those given being suggestive of the type to be used:
 - a. To make clear the contextual meaning of the words.
 - b. To establish these words in the vocabularies of the pupils.
 4. To outline each unit before preparing the study sheets for pupils, the suggestive outlines of this study having been worked out in accordance with the plot of the story.
 5. To make assignments on three levels:
 - a. Minimum, the assignment to be prepared by all.
 - b. Medium, the assignment to be prepared by those having completed the minimum.
 - c. Maximum, the assignment to be prepared after the minimum and medium

have been prepared consecutively.

6. To use the form of recitation best suited to the conditions that obtain in the class.
 7. To exercise for the most part her own judgment in regard to the time to be spent on each unit.
 8. To give pupils the study sheet for each unit when the time arrives for the preparation of the unit.
 9. To satisfy herself that every pupil has the background for an appreciative study before the study is begun.
- II. Motivation: It is suggested that the teacher use the following details in telling the story of the life of Edward Everett Hale:
- A. Edward Everett Hale had an interest in
 1. Little children.
 2. His fellow citizens.
 3. Humanity.
 - B. His opportunities for an education were unusual, for he
 1. Was graduated from Harvard.
 2. Lived among literary people in Boston, a center of culture.
 - C. Influences that make for patriotism were his:
 1. His birthplace was near "The Cradle of Liberty," Faneuil Hall.
 2. His ancestors were patriots.
 3. He was a kinsman of Nathan Hale, martyr to liberty.
 - D. The character of Edward Everett Hale is shown in
 1. The way he radiated the spirit of brotherhood.
 2. His kindly interest in Mary Antin, an immigrant girl.
 3. His democratic ideals.
 4. His public messages.
 - E. His motive for writing *THE MAN WITHOUT A COUNTRY* may be

summed up thus:

1. It was a critical time in American history.
2. He loved his country.
3. He desired to make patriotism vital.
4. He wished to create an ideal patriot.

References:

Antin, *AT SCHOOL IN THE PROMISED LAND*.
 WORLD BOOK
 BOOK OF KNOWLEDGE

- III. Check test: The teacher should give a check test to determine what the background of appreciation really is.

A. Test based on details as given in II.

Instructions to Students: Check correct statements.

1. Edward Everett Hale wrote *THE MAN WITHOUT A COUNTRY*.
2. Mr. Hale was born in Boston, near the "Cradle of Liberty."
3. He was not a kinsman of Nathan Hale.
4. His ancestors were patriots.
5. He was reared in a patriotic atmosphere.
6. He was not a college graduate.
7. His early life was spent among uneducated people.
8. Edward Everett Hale was not interested in foreigners.
9. He helped Mary Antin, an immigrant girl, become a true American.
10. Mr. Hale did not love the common people.
11. *THE MAN WITHOUT A COUNTRY* was published first in 1863.
12. The story was written to entertain.
13. The story makes patriotism vital.
14. Edward Everett Hale made clear to many what the words "My Country" mean.

- B. A further discussion of the life of Edward Everett Hale should follow the test to the end of correcting any mistaken ideas which pupils may have in regard to Mr. Hale's motive for writing *THE MAN WITHOUT A COUNTRY*, the problem of citizenship being made a personal one to each pupil.
- IV. Unit One: *Philip Nolan upsets the equilibrium of his life.*
- A. Outline to be used by teacher in planning the study sheet for pupils.
1. The action of the story takes place
 - a. At Fort Adams and possibly Fort Massac, forts on the Mississippi River.
 - b. On board ships of the United States Navy.
 2. The time of the action is from 1807 to 1863.
 3. The characters are:
 - a. Philip Nolan, the hero.
 - b. Aaron Burr.
 - c. Colonel Morgan.
 - d. Officers, men, and guests on ship board.
 4. The action starts when Philip Nolan says, "Damn the United States! I wish I may never hear of the United States again!"
 5. The sentence was, "The Court decides, subject to the approval of the President, that you never hear the name of the United States again."
- B. Study sheet to be used by pupils in preparing for recitations on Unit One.
1. *Minimum Assignment*
 - a. Find the answer to these questions:¹
 - (1) Where did the first events of this story take place?
 - (2) How did the officers and men pass their time at the fort?
 - (3) What was the effect on the men of the garrison?
 - (4) Why was this a favorable atmosphere for disloyalty?
 - (5) How did Aaron Burr treat Nolan?
 - (6) How did Nolan feel toward Burr?
 - (7) Why was Philip Nolan court-martialed?
 - (8) What did he say that made him a man without a country?
 - (9) What did Philip Nolan become when he used those words?
 - (10) What sentence did Colonel Morgan give Philip?
 - (11) Was it just? Why?
 - (12) How did Philip Nolan receive his sentence?
 - (13) How did the people in the court room receive it?
 - (14) What does the author mean when he says, "It speaks well for the *esprit de corps* of the of the profession that to the press this man's story has been wholly unknown?"
 - b. Fill the blanks in the sentences with words chosen from the list, using each word at least once.²

WORDS

obscure	<i>esprit de corps</i>
garrison	barrack-life
loyalty	spectacles
traitor	treason
catastrophe	court-martials
	naval archives

¹ An assignment in silent reading to initiate an appreciative study of the story.

² A vocabulary study to fix the contextual meanings of important words.

SENTENCES

- (1) I read the announcement of Nolan's death in an _____ corner of the NEW YORK HERALD.
- (2) Men in the army grew tired of _____.
- (3) The soldiers in the _____ sneered at Nolan on account of his devotion to Aaron Burr.
- (4) Aaron Burr was a _____.
- (5) Benedict Arnold is remembered as a _____.
- (6) Many _____ took place at Fort Adams during the summer of 1807.
- (7) A string of _____ was got up for _____ to while away the monotonous hours of the summer days.
- (8) The curse of Philip Nolan was the great _____ of his life.
- (9) Colonel Morgan displayed _____ to his country at Nolan's trial.
- (10) The trial of Aaron Burr for _____ was a deserved _____ to him.
- (11) The _____ among the men of the navy was unusual.
- (12) No official report of the exile of Philip Nolan is to be found in the _____.

2. *Medium Assignment*

- a. Find the answers to these questions:³

- (1) Who was president of the United States when

the court-martials at Fort Adams took place?

- (2) Why were there so many at this fort?
- (3) Why was Colonel Morgan shocked at Nolan?
- (4) Why did Nolan and Morgan regard their country differently?

- b. Write the answers to these questions:

- (1) How would Philip Nolan have been helped by Boy Scout training? Prove your points by showing what particular Boy Scout qualities would have helped at this time. Girls may explain how the training of a Camp Fire Girl or Girl Scout should affect her citizenship.
- (2) Why is self control necessary to citizenship?

3. *Maximum Assignment*

- a. Write a story about "The Trial of Philip Nolan," using these questions to guide you in selecting the details for your story:

- (1) How was Philip Nolan led astray by Aaron Burr?
- (2) Why was Philip court-martialed?
- (3) How does a court-martial differ from a civil trial?
- (4) What was the most exciting moment of the trial? Why?
- (5) How did the trial end?
- (6) What do you think of the sentence? Make clear your point of view by showing what the attitude of Nolan meant to the welfare of

³ The purpose of this assignment in silent reading is to enrich the background of appreciation.

Unit Two

the United States.

- b. Prepare a talk on the patriotism of Edward Everett Hale, basing it on the sentiments Hale expresses in regard to Nolan's crime, his trial, and the sentence given him.

C. Suggested procedure for recitations.

1. The points covered by the assignments should be discussed, every pupil being held responsible for the minimum assignment.
2. There should be a check up on the vocabulary studies to make sure the boys and girls have the contextual meaning of important words.
3. Pupils preparing oral and written compositions should enrich the recitations by presenting them for discussion.

V. Unit Two: *The career of Philip Nolan, the traitor, reaches its turning point.*

A. Outline to be used by teacher in planning the study sheet for pupils.

1. The sentence affected those at the trial differently:
 - a. Nolan laughed.
 - b. Nobody else laughed.
 - c. Colonel Morgan was too solemn.
2. The details of carrying out sentence were:
 - a. Nolan was taken to New Orleans to be delivered to the naval commander there.
 - b. He was placed on board a government ship.
 - c. No one ever mentioned the United States in his hearing.
 - d. He wore the regulation army uniform, the buttons of it being minus the insignia of the United States.

- e. References to the United States were clipped from all books and papers read by him.

- f. The turning point was reached when he

- (1) Broke down while reading "The Lay of the Last Minstrel."

- (2) Threw the book into the sea.

B. Study sheet to be used by pupils in preparing for recitations on Unit Two.

1. Minimum Assignment

- a. Write the answers to these questions:

- (1) What is the opposite of loyalty?

- (2) What is the opposite of patriot?

- (3) Why was Philip Nolan disloyal?

- (4) Why did he owe allegiance to the United States?

- (5) Why do you?

- b. Find the answers to these questions:⁴

- (1) How did Nolan receive his sentence?

- (2) How did the court scene affect Colonel Morgan and the others present?

- (3) What were Colonel Morgan's orders?

- (4) What were the instructions of the Secretary of the Navy?

- (5) How was Nolan treated on ship board?

- (6) Why was he called "Plain Buttons"?

- (7) How did Nolan take his imprisonment at first?

- (8) How did the reading of "The Lay of the Last Minstrel" affect him? Why?

⁴ Silent reading.

(9) Why did he throw the book into the sea?

(10) Was Nolan a traitor at that time? Be ready to prove your point.

2. *Medium Assignment*

- a. Fill the blanks in the sentences with one of these words or group of words using each one at least once.

WORDS AND GROUPS OF WORDS

Benedict Arnold
Nathan Hale
"Legion of the West"
Aaron Burr
stateroom
cruise
President Jefferson
braggadocio
farce
loyalty
traitor of the Revolution

SENTENCES

- (1) _____ was a _____.
- (2) _____ gave his life for his country.
- (3) _____ influenced Philip Nolan to become dissatisfied with his country.
- (4) Philip Nolan belonged to the _____.
- (5) _____ approved Colonel Morgan's sentence.
- (6) Nolan at first considered his imprisonment a _____.
- (7) Philip ate breakfast in his own _____.
- (8) One day during his first _____ Nolan broke down while reading "The Lay of the Last Minstrel."
- (9) Nolan's _____ broke down about this time.
- (10) American boys and girls show _____ when they

give the flag salute.

- b. Write a list of twelve words that describe Nolan, Burr, and Morgan, drawing a single line under the words describing Nolan, two under those describing Burr, and three under those describing Morgan.

3. *Maximum Assignment* is to write the answers to these questions:

- a. Why was Colonel Morgan loyal to the United States?
- b. How can we be patriots?

C. Suggested procedure for recitations:

1. Check up and discuss word studies.
2. Take up for class discussion the events leading to the climax of the story, the reading of "The Lay of the Last Minstrel."
3. Have a socialized recitation based on the question, How did you feel toward Philip Nolan at the time he threw the book into the ocean?
4. Read and discuss written work.

VI. Unit Three: *Philip Nolan reacts as a patriot.*

A. Outline to be used by teacher in planning study sheet for pupils.

1. Philip Nolan gave evidence of his love for his country when he
 - a. Asked Mrs. Graff about home.
 - b. Took charge of the guns in the sea fight.
 - c. Interpreted for the negroes.
 - d. Told the young man what his country should mean to him.
2. The daily routine of Nolan's life included
 - a. Studying natural history.
 - b. Instructing young men on shipboard.

B. Study sheet to be used by pupils in preparing for recitations on *Unit Three*:

1. *Minimum Assignment*

a. Find the answers to these questions:⁵

- (1) Why is the reading of "The Lay of the Last Minstrel" an important part of the story?
- (2) How is Nolan reminded of his oath against his country?
- (3) What experience did he have with Mrs. Graff?
- (4) What did Nolan do during the encounter with the English ship?
- (5) What was his reward? Why?
- (6) What effect did the meeting with the slaves have on Nolan? Why?

b. Write the answer to this question: Why may we call the speech made by Nolan to the young man "A Patriot's Creed"?

2. *Medium Assignment* is to write the answers to these questions:

- a. What is the difference between a patriot and a traitor?
- b. How may you and I be disloyal?
- c. What persons may be called traitors?
- d. What patriotic service did Nolan render his country?
- e. How did Nolan show himself an ideal patriot?

3. *Maximum Assignment* is to write the answers to these questions:

- a. How may an author be a patriot?
- b. How does Edward Everett Hale show his patriotism in *THE MAN WITHOUT A COUNTRY*? Illustrate by

5 Silent reading.

naming parts of the story in which the author gives his ideas of citizenship.

c. Why are words and deeds signs of patriotism?

C. Suggested procedure for recitations:

1. Topical recitations or talks based on assignments can be used to advantage, pupils preparing more than minimum assignment enriching the discussion by their more comprehensive knowledge.
2. Reading and discussion of written work.

VII. *Unit Four: Philip Nolan proves himself an ideal patriot.*

A. Outline to be used by teacher in planning the study sheet for pupils.

1. Edward Everett Hale created this hero to make clear the consequences of disloyalty to one's country.
2. Philip Nolan's true attitude toward his country is shown by his
 - a. Making his stateroom a patriotic shrine.
 - b. Showing joy over the details of Danforth's story about the growth of the United States.
 - c. Requesting these words to be placed on his tombstone: "He loved his country as no other man loved her, but no man deserved less at her hands."

B. Study sheet to be used by pupils in preparing for recitations on *Unit Four*.

1. *Minimum Assignment* is to find the answers to these questions:⁶

- a. How old was Nolan when he died?
- b. Why did he send for Danforth?

6 Silent reading.

- c. What did Danforth see in Nolan's stateroom?
- d. Why had Nolan decorated it in this way?
- e. How did Danforth's story affect Nolan?
- f. What did Nolan say to Danforth?
- g. How do Nolan's words make you feel?
- h. What prayers did he say? Why?
- i. What were his final requests? Why?
2. *Medium Assignment* is to prepare a talk on the question: What were the consequences to Philip Nolan of having his wish fulfilled?
3. *Maximum Assignment* is to write a composition on "The Philip Nolans of Today."
- C. The procedure for the recitations is not even suggested, the teacher being left entirely free to decide the best method of securing an effective response from the class.
- VIII. Summaries: The purpose of these summaries is to test each pupil's interpretation and appreciation of Edward Everett Hale's masterpiece.
- A. *Minimum Test*
Fill the blanks in the sentences, using words listed.
- | WORDS | |
|-----------------|------------|
| patriotism | treason |
| court-martialed | enlisted |
| allegiance | disloyalty |
| dissatisfaction | repentance |
| friendship | Mary Antin |
| Philip Nolan | thinking |
| traitor | exiled |
| "Plain Buttons" | habits |
- SENTENCES
- Edward Everett Hale saw the need of _____.
 - The hero of the story is _____.
 - Philip Nolan had _____ in army.
 - He had sworn _____ to his country.
 - He was a _____ when he broke the oath of _____.
 - This was an act of _____.
 - He was _____ by army officers.
 - His _____ caused him to be _____ from his country.
 - His _____ was sincere.
 - The first step in Nolan's _____ was _____ with army life.
 - His _____ with Burr caused him to live apart from his comrades.
 - Edward Everett Hale's interest in _____, an immigrant girl, helped her become a loyal citizen.
 - A big thing in _____ is to cultivate right _____ of _____.
 - The life of _____ should teach us a lesson.
 - Why was he called _____?
- B. *Medium Test*
Complete these sentences by filling the blanks with words chosen from the list unless you are directed to use a group of words. Supply groups of words of your own. The place where a group of words is required is indicated.
- | WORDS | |
|------------|-----------------|
| citizen | tested |
| actions | salute |
| deeds | obey |
| opinions | Edward Everett |
| Mary Antin | Hale |
| treason | Benedict Arnold |
- SENTENCES
- _____ was guilty of _____ when he betrayed West Point.
 - Kindness to _____ revealed the patriotic heart of _____.
 - I am a loyal _____ when I _____ traffic regulations.

A Decade of Research in English in Teachers Colleges

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THIS compilation attempts to assemble, classify, summarize, and interpret the studies of English in teacher-training institutions made in the last decade. It does not include unpublished studies except those few which could be personally examined by the writer. Studies dealing primarily with the field of speech were left to other hands. Those whose titles give no indication as to whether they deal with liberal arts or teachers college English were not examined unless personal knowledge of the source of publication furnished a strong presumption that the study would deal with English in teachers colleges. Many of these studies are as useful to instructors in teachers colleges as are those dealing with specifically teacher-preparing problems but they have been left for other compilers. This report omits also the large field of investigation of elementary and secondary school English research, invaluable to teachers colleges, but which has been ably reported by Dr. W. S. Gray and Dr. R. L. Lyman.

In the light of Dr. Lyman's assertion "that educational literature to date includes only a few more than two hundred and fifty studies which may be called, some of them by courtesy, 'objective' investigations in grammar, language, and composition,"¹ the teachers colleges do not make such a bad showing with nearly fifty studies of English in their own institutions reported during the last ten years. There have been, no doubt, hundreds of other investigations, many of

them of great worth, which have not been published or which were not discovered for this report.

In gathering the data for this report, the two summaries of English research by W. S. Gray, and R. L. Lyman, with their several supplements, were the major sources of information as to studies of teachers college English previous to 1930. For other material it was necessary to comb more than twenty-five compilations of research, some of which had to be checked under many topics, and some of which had no satisfactory index.

The studies reported in this investigation have been classified under the following heads: I, Teacher Supply and Demand; II, Curriculum; III, Classroom Technique; and IV, Measurement. Many of the studies deal with more than one of these topics but they have been listed according to what seems to be their main emphasis.

I. Teacher Supply and Demand

Only one study was located which deals specifically with the need a state has for teachers of English in a given year as indicating the number which may profitably be prepared by teacher-preparing institutions, and with the subjects most frequently combined with English in high school teaching, as indicative of the major and minor subject combinations to be offered students in teachers colleges. It would seem that every teachers college would be in constant need of such information in planning its offerings and in getting its students.

II. Curriculum

A. Surveys of Present Practice

Some six or eight studies have attempted, by means of catalog studies,

¹ Lyman, R. L., *Summary of Investigations Relating to Grammar, Language, and Composition*, U. of Chicago, Jan., 1929.

*Read before the National Council of Teachers of English, December 2, 1933, Detroit, Michigan.

questionnaires, study of texts, by personal conferences, and by other methods, to learn what the situation is the country over, with respect to total programs and to particular aspects of the work, such as composition, spelling, critic teaching and the like. Many of these studies attempt to pass judgment upon present practice and to propose better ways.

B. Literature

Only three studies are listed which attempt to determine scientifically the content of courses in literature for prospective teachers. Alvey (10)² attempted to find the valid objectives and specific outcomes of secondary-school literature by a survey of the statements in courses of study and relevant textbooks, making the results of these surveys the basis for the construction of a type unit in the literature course.

A list of teaching activities, as evaluated in terms of frequency of performance, difficulty of learning, importance, and desirability of pre-service training, is then interpreted in terms of the activities involved in teaching a typical unit in the course. The significant activities that apply are selected for the formation of desirable teaching procedures and methods course technique of training teachers in these procedures.

He uses the type-study technique and assumes that

definite training in the specific activities involved in the teaching of a single, typical unit provides a comprehensive preparation for the teaching of other units in the literature course.

The other two studies in this group determine the content of courses in juvenile literature by means of pre-tests to determine the gaps in the reading backgrounds of the prospective teachers involved. This kind of investigation needs to be done with each group to be given instruction. Standardized tests in this field would be useful.

C. Reading

The studies of teachers college students' reading preferences are indicative

² Parenthetical numbers refer to the studies listed on pages 24-29.

of curriculum needs. One of the most suggestive of these studies is that by Waples (16), showing sex differences, differences between teachers' and pupils' interests, and differences between teachers' interests and those of other adult groups. Some of his conclusions have great bearing for teachers and those preparing teachers.

The data are important not so much for what they show regarding the interest patterns themselves as for the suggestions they offer toward further studies of teachers' reading, since the data suggest that what teachers like to read bears a significant relation both to professional success and to deficiencies in the non-professional content of teacher-training curricula. . . .

The fact that an average difference of four years of schooling and the wide difference in occupation between the factory girls and elementary school teachers should make so little difference in their patterns of reading interests, seems highly significant to the writer, even when the selective factor is given maximum weight. . . . It would not be surprising if the two groups agreed even more closely in respect to their interests in fiction. The need is obvious for more extensive data pertinent to such comparisons.

Such questions as these invite the attention not only of persons engaged in studying teacher-pupil relationships and the furniture of teachers' minds but also the attention of all students of contemporary group behavior. Data concerning the non-fiction reading of adult groups constitute a highly productive but as yet undeveloped approach to the study of social tendencies and relationships.

D. Composition

The studies of the content of teachers college courses in composition use chiefly the technique of diagnosis of shortcomings in matters of form. Roy Ivan Johnson (12)³ studies good conversation, both spoken and printed, to derive a graded list of items to be used as the basis of instruction in conversation, following essentially the method of his

³ Johnson, Roy Ivan, *English Expression: A Study in Curriculum Building*, Bloomington, Illinois. Public School Pub. Co. 1926; also his "Letter Writing: A Curriculum Study in English Composition," *Journal of Ed. Research* VI (Dec. 1929) 423-37.

earlier study in curriculum building in the matter of letter writing.

III. Classroom Technique

A. Homogeneous Grouping

Among the many studies of ability grouping, two set forth the conclusion drawn from experience in sectioning students in composition in teachers colleges. The fact that the arguments and methods used in homogeneous grouping of liberal arts students would be equally applicable to teachers college groups renders less evident the need for experimentation in this aspect of teachers college English.

B. Methods of Instruction

1. General

Gwinn's study (24) is the only one included in this report which deals with a general method of teaching college English—the question and answer method as compared with the lecture method. He used ninety-eight students in paired groups and concludes that students of superior intelligence and those of the lower quartile appear to acquire factual material more satisfactorily by the lecture method. This type of experiment might well be repeated for purposes of verifying his conclusions.

2. In Composition

The chief activity in the field of composition technique has been that of experimentation with the conference method and with diagnostic and remedial instruction. No studies were found except Leonard's (33) showing how English teachers in teachers colleges correct papers. Leonard's findings indicate that this matter might well be made a frequent topic of investigation to the end convincing us of our shortcomings in this very important aspect of our work.

3. In Reading

Among the studies of ways of improving the reading skills of teachers college students, Zeleny's (37) strikes a discordant note.

While the students receiving training appear to have some superiority over those not

receiving training, it is a question whether the results justify the expenditure of time. It may be possible that adults have their reading habits so fixed that it is with great effort that they can be changed. Had the remedial training extended over a longer period of time than nine weeks, or had it been of a different nature, or stressed but one or two skills in reading, it might have produced greater effect.

IV. Measurement

A. Reading and Literature

The measuring and devising of measuring instruments in the field of teachers college reading and literature form one of the most significant groups of this report. A contributing cause of their fine quality undoubtedly is to be found in the fact that all these studies were made by those teaching English in teachers' colleges and not by those who, however expert in measurement, are not trained and practicing teachers of English. Crabtree (38) studies the effect upon the prospective teacher of a course in children's literature, concluding that the student's own literary appreciation is thereby increased. As a result of the other studies listed in this group we have what seem to be reliable measures of college-reading ability (39), ability to interpret and to teach poetry (40 and 42) and of reading backgrounds (41).

B. In Composition

Stalnaker (43) has compared ways of testing ability to organize ideas in writing and Van Wagenen (44) has studied the exceedingly difficult matter of just what and how much improvement takes place as a result of a semester's work in composition.

The studies named in this report form a list of which teachers colleges may well be proud, but which, it may be seen, is only a beginning of the investigation that needs to be done in the field of English teaching in teachers colleges.

The enormous amount of labor involved in locating the studies leads the writer most heartily to recommend to the

National Council the appointment of a permanent committee for recording research studies⁴ in teachers college English and making them available to those who have neither the library facilities nor the time needed for such investigation. Dr. Leonard reported that in his seven weeks of travel he learned of more than three hundred studies under way in English, most of which have never been made available to other teachers. The loss to our profession he puts in the following words:

Hundreds of graduate studies in colleges and universities, locally published research reports, and the like are practically unknown. Either their conclusions are sound and should be brought to bear upon the making of courses of study and the practice of teaching, or else they need careful rechecking and evaluation.

Meanwhile, duplication is going on which considerable waste and loss of valuable energy.⁵

The same feeling is expressed by a member of the YEARBOOK Committee of the National Society of College Teachers of Education, who writes as follows:

Carefully controlled experiments to determine the reliable merits of definite teaching methods at the college level have not been widely undertaken. Published reports dealing with this fundamental phase of the improvement of college teaching are decidedly scarce, and unpublished reports have come to the attention of the Yearbook Committee from only one or two sources. It is probable that many worthwhile experiments in this field have not been brought to the attention of the educators in general because of failure on the part of investigators to write up and publish their experiments.⁶

Investigations Relating to English in Teachers Colleges

Teacher Supply and Demand

1. Anderson, Earl W., "An Analysis of Supply and Demand of English Teachers in Ohio," REPORT OF THE GRADUATE COUNCIL ON RESEARCH WORK COMPLETED OR IN PROGRESS IN THE OHIO STATE UNIVERSITY DURING THE ACADEMIC YEAR ENDING JUNE 30, 1929, Ohio State University Press, Columbus, p. 24

A study of the relationships between English teacher supply and demand, comparing the subjects combined with English in training and in teaching.

Curriculum

Surveys of Present Practice

2. Bruffey, Aimee Matie, "Task of the High School Critic Teacher of English," Abstract, ENGLISH JOURNAL (High School and College Edi-

tions) 19:72-3, (January, 1930)

A report of a survey of the duties of critic teachers of high school English and of the conditions under which they work.

3. Coale, Willis Branson, THE PROFESSIONAL NEEDS OF TEACHERS OF ENGLISH, Teachers College Contributions to Education No. 334, New York: Teachers College, Columbia University, 1928 Pp. 86.
A provisional teacher training program in English, adapted to the professional needs of teachers of English is offered. This program grows out of a survey of current thought relative to the professional needs of teachers of English.
4. Jewett, Ida A., ENGLISH IN STATE TEACHERS COLLEGES, Teachers College Contributions to Education, No. 286, New York: Teachers College, Columbia University, 1927
Compares the curriculum offerings in seventy-one state teachers colleges in 1925 with the offerings in 1900 and interprets the offerings of today in the light of the past and

4 For help in locating the studies, the author acknowledges her indebtedness to Mrs. Jean Biermann, Graduate Student, Teachers College.

5 Leonard, S. A., "Research on the Teaching of English," *Journal of Educational Research* XIX (May, 1929), p. 320.

6 Yearbook Committee—"Current Ed. Readjustments in Higher Institutions" Natl. Soc. of Col. Teachers of Ed. Yearbook XVII, 1-5.

- of present day theories of curriculum making. A brief statement of some of the implications of this study is found in: American Association of Teachers College YEARBOOK, 1928.
5. McCowen, Annie M., "Professional Preparation for Teaching Spelling," *ELEMENTARY ENGLISH REVIEW* 7:139-42 (June, 1930)
This questionnaire study is based upon an analysis of the spelling methods courses offered in twenty-three outstanding teachers colleges and normal schools in the United States.
 6. McMillan, T. H., "English Courses in Teachers Colleges," *PEABODY JOURNAL OF EDUCATION*, 5:146-52 (November, 1927)
A catalog study of English courses in a selected group of institutions.
 7. Meadows, Leon Renfro, *A STUDY OF THE TEACHING OF ENGLISH COMPOSITION IN TEACHERS COLLEGES IN THE UNITED STATES*, Teachers College Contributions to Education, No. 311. New York: Teachers College, Columbia University, 1928
Reports data from English teachers in sixty-eight teachers colleges in 29 states on the chief objectives in teaching English composition, the chief difficulties in the teaching, extent to which texts are used, and methods of dealing with theme problems.
 8. Parks, C.B., "State Wide Programs for Teacher-Training in English," *VIRGINIA TEACHER* 13:57-8 (March, 1932)
An analysis of existing state-wide programs in 54 states. Study indicates that forty-one states have no uniform programs, but that there is a growing tendency in the East to construct state-wide programs. *
 9. Vaughn, Arthur Winn, *STATE TEACHERS COLLEGE CURRICULA FOR THE DEVELOPMENT OF TEACHERS OF ENGLISH*, George Peabody College for Teachers, Contributions to Education, No. 69, 1929.
Assembles and analyzes the facts of present practice in the organization of curricula for the training of high school teachers of English, and sets up revision hypotheses for improvement of organization.
Literature
 10. Alvey, Edward, Jr., "A Training Procedure for Teachers of English Based upon Analyses of Objectives, Outcomes, and Activities" *UNIVERSITY OF VIRGINIA RECORD*, Extension Series, Secondary Education in Virginia, No. 13, Pp 3-17, October, 1931.
This study attempts to determine (1) the valid objectives of the literature course in the secondary school; (2) the specific outcomes to be sought (a) in the teaching of literature in general and (b) in the teaching of the specific types of literature; (3) to set up desirable procedures for the teaching activities involved and to establish a technique for training teachers to perform effectively those activities.
 11. Emery, B. F., "Stable Factors in the Preparation of Teachers of Literature in a Teacher-Training Institution," *JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE* 4:546-9 (May, 1930)
An attempt to discover the reading backgrounds of a teachers college class in children's literature, in order to decide wherein emphasis should be placed so as best to equip young teachers to direct reading of children.
 12. Smith, Dora V., "Extensive Reading in Junior High School: A Survey of Teacher Preparation," *ENGLISH JOURNAL* XIX:449-62 (June, 1930)

Presents results of pre-tests given to seventy-eight teachers to determine their knowledge of literature appropriate for junior high school. Shows need of wider reading of children's literature by teachers.

Reading

13. Clark, R., "The Periodical Reading of Teachers-to-Be," *SCHOOL AND SOCIETY* XXX 773-75 (December 7, 1929)
Summarizes reports made by prospective teachers as to the magazines which they now read and those which they would read if engaged in teaching.
14. Cuff, Noel B., and Donovan, H.L., "What Freshmen Read in a Teachers College," *AMERICAN ASSOCIATION TEACHERS COLLEGE QUARTERLY* I (Sept., 1931): 8-14.
Presents results of a survey of the reading habits of 330 freshmen.
15. Reinhardt, Emma, "Reading Interests of Freshmen in a Teachers College," *TEACHERS COLLEGE JOURNAL* (Indiana State Teachers College) II (November, 1930): 57-60, 63
Summarizes reports from freshmen relative to the books read independently, types of books preferred, magazines and newspapers read regularly, and parts of the newspaper preferred.
16. Waples, Douglas, "Teachers' Reading of Non-Fiction," *EDUCATIONAL RESEARCH BULLETIN*. (Ohio State University) VIII (November 20, 1929) 377-82
A study of the reading of non-fiction by teachers; gives interesting comparisons with other social groups.
17. Guiler, Walter S., "Diagnosing Student Shortcomings in English Composition," *JOURNAL OF EDUCATIONAL RESEARCH* XIV (Sept., 1926): 112-19
Attempts to show value of diagnostic tests in discovering some learning difficulties which students encounter in the mechanics of English composition; study based on experiment with 103 students of Teachers College, Miami University.
18. Hall, T. O., "A Study in Letters of Application," 1930. George Peabody College for Teachers, Nashville, Tenn.
Errors, punctuation, grammar, and irregularities of letter form were studied. Findings: (1) The greatest number of errors was in the use of the comma; (2) the least number in the use of parenthesis.
19. Johnson, Roy Ivan, "Determining Standards in English Composition," *SCHOOL REVIEW* XXXVI (December, 1928): 757-767
Making of a graded list of fifty-four items as traits of good conversationalists to be used as basis of instruction in the art of conversation.
20. Vaughan, W. E., "A Survey of Freshman College Composition," *PEABODY JOURNAL OF EDUCATION* —II, (September, 1924): 99-104
Survey of 1080 themes to determine the classification and per cent of errors made by college freshmen in the first twelve weeks of their course in composition.
21. Witty, Paul A., and Fry, Mabel, "The Vocabulary Content of Compositions Written by College Students," *JOURNAL OF EDUCATIONAL RESEARCH* XIX (February, 1929): 138-138
A study of the vocabularies of papers written by 340 teachers college and liberal arts students in their freshman year as contrasted with the vocabularies of papers written by seniors.

Classroom Technique

Homogeneous Grouping

22. Eurich, Alvin C., "The Adequacy of

Bases for Homogeneous Grouping in Freshman English," *ENGLISH JOURNAL* (College) XXII (June, 1933) 496-501

Appraisal of bases for grouping in freshman English at the University of Minnesota.

23. Miller, V. C., "English Placement Testing in Indiana State Teachers College," *TEACHERS COLLEGE JOURNAL* 1:79-81 (Jan., 1930)
Report of experiment in sectioning freshman composition students.
Methods of Instruction

General

24. Gwinn, Clyde Wallace, *An EXPERIMENTAL STUDY OF COLLEGE CLASSROOM TEACHING — THE QUESTION AND ANSWER METHOD VERSUS THE LECTURE METHOD OF TEACHING COLLEGE ENGLISH*, Doctor's Thesis, 1930. George Peabody College for Teachers, Nashville, Tenn. 1930 Contributions to Education No. 76, pp. 135
Study of lecture and question-and-answer method of teaching college English.

In Composition

25. Beck, E. C., "Composition Teaching in a State Teachers College," *ENGLISH JOURNAL* (College Edition) 18:593-7 (Sept., 1929)
Experiment with conference method of teaching composition to college freshmen.
26. Eurich, Alvin C., "Enlarging the Vocabularies of College Freshmen," *JOURNAL OF HIGHER EDUCATION* III (1932): 315-17
Establishes value of direct work and specific vocabulary drills in enlarging vocabularies.
27. Guiler, Walter S., "A Program of Diagnostic and Remedial Instruction," *AMERICAN ASSOCIATION OF TEACHERS COLLEGES YEARBOOK*, 1927: 39-62
A report on four units of diagnostic and remedial instruction in

Teachers College, Miami University: spelling, punctuation, handwriting, and composition.

28. Guiler, Walter S., "Remedial Instruction," *EDUCATIONAL RESEARCH BULLETIN* VIII (July 29, 1925): 265-266
Shows improvement of teaching by classifying into ability groups, discovering learning difficulties, and giving fitting remedial instruction.
29. Guiler, Walter S., "Remediation of College Freshmen in Capitalization," *EDUCATIONAL METHOD* (June, 1932) XI: 540-544
Report of method used and results obtained in an experiment with remediation of college freshmen in capitalization.
30. Guiler, Walter S., "Remediation of Teachers College Freshmen," *SCHOOL AND SOCIETY* 30: 242-44 (August 17, 1929)
Report of procedure used in remediation of teachers college freshmen in English; diagnostic testing, individualized remedial instruction, and retesting.
31. James, H. W., "A National Survey of the Grading of College Freshman Composition," *ENGLISH JOURNAL* XV (October, 1926): 579-87
Two compositions, mimeographed in longhand, were graded by teachers in many colleges. Results show wide divergence in standards of grading college freshman compositions.
32. Kriner, Harry L., "An Experiment in College Freshman English," *ENGLISH JOURNAL* (College Edition) XXII (October, 1933): 672-6
Study to determine the utility of teaching the traditional freshman English fundamentals and composition.
33. Leonard, Sterling A., "How English Teachers Correct Papers," *ENGLISH*

- JOURNAL XII (October, 1923): 517-32
Reports the result of a survey of the practices of 181 teachers, indicating that they make flagrantly wrong corrections, overlook errors, and spend time on petty details.
34. Averill, L. A., and Mueller, A. D., "Effect of Practice on Improvement of Silent Reading in Adults," JOURNAL OF EDUCATIONAL RESEARCH XVII (February, 1928: 125-129)
Study to determine whether systematic practice in rapid silent reading distributed over a period of several months can materially affect the regular rate of reading.
35. Eurich, Alvin C., "The Reading Abilities of College Students, An Experimental Study," COLLEGE PROBLEMS SERIES. Minneapolis, Minnesota XVI. University of Minnesota Press. 1931 208 pp.
Reports the method used and the results secured in studies among college freshmen to determine the value of intensive drills in paragraph reading and vocabulary.
36. Watson, Goodwin, and Newcomb, Theodore M., "Improving Reading Ability Among Teachers College Students," TEACHERS COLLEGE RECORD XXXI (March, 1930): 535-39
Reports the effect of practice in improving rate of reading among 200 students in Teachers College, Columbia University.
37. Zeleny, Florence K., "Remedial Instruction in Reading at the Freshman Level in a Teachers College," EDUCATIONAL ADMINISTRATION AND SUPERVISION 18 (November, 1932): 607-20
Study to determine value of remedial instruction in reading. Questions whether results justify expenditure of time.
- Measurement*
In Reading and Literature
38. Crabtree, Eunice K., "A Study of the Effect of a Course in Children's Literature Upon Student's Own Literary Appreciation Experimentally Determined in a Normal School," Doctor's Thesis. 1930. Johns Hopkins, Baltimore, Maryland.
Study with equivalent groups to determine student's literary appreciation as affected by a course in children's literature.
39. DeBoer, John J., "A College Qualifications Test in Reading," ENGLISH JOURNAL (College Edition) October. 1932: 629-641 (Vol. XXI)
Presents an objective test designed specifically to diagnose reading ability needed to meet college requirements.
40. Hartley, Helene Willey, TESTS OF THE INTERPRETATIVE READING OF POETRY FOR TEACHERS OF ENGLISH. Teachers College Contributions to Education, No. 433. New York: Teachers College, Columbia University, 1930. Pp. 48
Discusses the construction, validity, and reliability of a test for teachers designed to measure interpretative reading of poetry as distinguished from appreciative or critical reading.
41. Kennon, Laura H. V., TESTS OF LITERARY VOCABULARY FOR TEACHERS OF ENGLISH, Teachers College Contributions to Education, No. 223. Teachers College, Columbia University, Bureau of Publications, Teachers College, New York. 1926.
Presents two forms of a literary vocabulary test for teachers of English to serve as diagnostic and selective measures and as substitutes or verifying checks for longer and

more formal tests of knowledge in the field of English literature as it is related to the teaching of English.

42. Wagner, Marie Elizabeth, "Ability of Prospective Teachers in Interpretation of Poetry and in Teaching Interpretation of Poetry." New York University Doctor's Dissertation. 1932 149 p ms.

Study measures ability to interpret poetry as indicated by scores on the Hartley test, by the results of a poetry vocabulary test, and ability to teach poetry as indicated by the findings of a case study of twenty students engaged in practice teaching.

In Composition

43. Stalnaker, John M., "Testing the Ability to Organize," *ENGLISH JOURNAL* (College Edition) XXII (September, 1933): 561-67

Compares methods of testing ability to organize material for presentation in written form: outlining, writing an essay, objective test. Thinks last method most effective.

44. Van Wagenen, M. J., "The Achievement of College Students in Freshman Rhetoric," *EDUCATIONAL ADMINISTRATION AND SUPERVISION* 12 (1926): 603-17

Attempts to measure more accurately just how much improvement takes place and of just what changes it consists as result of a semester's work in composition.



FAIRY LORE OF THE ELIZABETHANS

(Continued from page 4)

bramble, astride broomsticks, their lean black cats clinging, spitting and clawing behind them. With their joyous little foes out of the way, they could control the earth once more. Hecate, Sycorax, and the whole crew of night hags claimed the hours that were once given over to fairy revels.²⁵ The cruel spirits, who were known to Shakspeare but were not predominant in the Golden Age, came back full force particularly on Hallowe'en.²⁶ Cats know when witches are about, for cats are the chosen familiars of witches; evil men's thumbs

prick when witches broth is brewed.²⁷ That witches broth is of toad's eyes, and dogs' tongues, lizards' legs, and yew gathered in the dark of the moon. What a contrast to the dainty fare of the elves!

Meantime the fairy folk have travelled very far into the interior of fairy land. But Puck has returned lately to hob-nob with a man named Barry, and a circle of elves has danced across an Irish poet's path. A few children declare that elves have whispered bits of rhyme to them as they lay asleep, and unless Hilda Conkling is a fairy herself, who taught her to see and to tell of elf-doings except the fairies? Perhaps Yeats could tell those of us who deal with fairies in tales how to draw nearer the source of their great charm. It might be worth while to read Yeats and see.

25 A foul and wrinkled witch.

Shakspeare, "Henry the Fifth."

Railing Hecate. "Henry Sixth."

Hecate's thrice blasting ban. "Hamlet."

Sycorax, full of malice, envy and age. "Tempest."

Soul killing witches. "Comedy of Errors."

26 On Hallowmas eve ere ye gang to your rest,
Ever be sure that your couch it be blest.
Sign it with cross, and bless it with bead,
Say the Ave and sing the creed,
For on Hallowmas eve the night hag will ride
With all her nine fold sweepmg on by her side.

Marlowe.

27 Thrice the brindled cat hath mewed.

Shakspeare, "Macbeth."

See also Act I, scene 3, and Act IV, scene I, "Macbeth."

FAIRY TALES AS FOLKLORE

(Continued from page 8)

case learns to make hunting and fishing nets from the spider? May not these tales have arisen quite independently?

The theory that resemblances between stories arising in far distant countries is always the result of borrowing breaks down immediately when we find resemblances between stories from countries between which there could not possibly have been any sort of communication. Nor does the Euhemeristic theory, that all mythical stories are derived ultimately from actual historical persons and events, seem at all plausible. Historical events of such striking similarity could scarcely have arisen in several parts of the world.

To the student really interested in tracing the sources of these stories and incidents, the anthropological method of approach to the study offers great possibilities. This method is based on the scientific findings of the workings of men's minds. The universality of man's psychic life being accepted, it follows that his reactions to similar stimuli will be the same. Therefore, while diffusion, borrowing, and copying may have gone on to a certain extent, that extent is extremely limited when compared with the production of similar results as the natural outcome of a common background of psychic life and needs.

(To be continued)



TEACHING "THE MAN WITHOUT A COUNTRY"

(Continued from page 20)

4. My loyalty is _____ by dis-loyal citizens.
 5. My thoughts about public matters influence my _____.
 6. My _____ determine my _____.
 7. My _____ determine the kind of _____ I am.
 8. The fundamental principle of citizenship should be _____ (a group of words).
 9. My slogan is _____ (a group of words).
- C. *Maximum Test*
Complete these sentences by supplying a word or group of words of your own.
- SENTENCES
1. Edward Hale is an outstanding _____.
 2. Philip Nolan was a _____ to his country.
 3. Philip Nolan became a _____ when his attitude changed.
 4. His repentance was _____.
 5. Men are traitors to their country when _____ (a group of words).
 6. Martial law prevails in the _____.
 7. Morgan was loyal to his country because _____ (a group of words).
 8. Nolan found it easy to be dis-loyal because _____ (a group of words).
 9. Failing to vote is to _____ one of the privileges of citizenship.
 10. Patriotism should be _____ (a group of words).
- Teachers are advised to give the MOE BOOK TEST on THE MAN WITHOUT A COUNTRY. This may be obtained from The Kenyon Publishing Company, Wauwatosa, Wisconsin.

Editorial

Your Duty to the Schools

UNPRECEDENTED disaster is facing the school children of America, and so their country's future. Schools throughout the country are being closed; the sins of their elders are being visited on America's children. While the grim facts of last winter's bank closings are being aired in Washington and the giants of the era of prosperity questioned in a Senate investigation, the calamitous effects of an economic outrage are spreading. "By April, 1934," says the RESEARCH BULLETIN of the National Education Association in the November issue, "there will be nearly 20,000 closed schools." School doors will be shut to fully one million children who would normally be in school.

But even these figures do not tell the full scope of the disaster, for a large percentage of the schools that remain open are compelled to operate on such reduced budgets as to cripple educational effort.

From the standpoint of the elementary schools it is important to observe that not only are there tens of thousands of children turned into the streets by the closing of the schools, but enrollments are falling off in the elementary schools that are open. Although statistics have indicated a continuous increase in school enrollment during the years of the depression, it appears that the "number of high school students has increased at a much more rapid rate than the total enrollment," making it probable "that all or nearly all of the increase in total enrollment is now occurring at the high school level."

Two problems of major interest may be pointed out here. The first is that pupils from the elementary schools least fitted to continue education even at a time when the country was best able to pay for public schooling, are probably now

the very ones invading the high schools and swelling the total enrollment. The obverse side of the situation shows, in the falling off of elementary school enrollments in the nation at large, that normal capable children are being cut off from the very rudiments of an education and turned aside into illiteracy.

It should be a matter of concern, too, to everyone interested, that the amount of data available for elementary schools is very slight compared to that available for high schools. We are interested in the fullest possible information on the elementary schools, for where the elementary schools do not penetrate, the darkest shadows of illiteracy are sure to fall, and where they are most successful, the future looks brightest.

With the whole country in distress, and the tragic difficulties of home life reflected in the schools, there has never been a time when so much depended upon the morale of teachers. On the other hand, teachers in all sections of the country are being taxed to the limits of mental and physical endurance by increased teaching loads, and salary losses — in many instances not only drastically reduced salaries but unpaid salaries. THE BULLETIN reports non-payment of teachers' salaries in fourteen states totalling \$37,833.870. Concerning the group designated as "sub-code teachers" the BULLETIN states that "approximately one-half the rural teachers in the nation are receiving an annual salary of less than \$750, and one in every five is receiving less than \$450.

It should be the duty of every teacher not only to acquaint himself with facts of this nature, but to give the facts publicity in local newspapers, periodicals, and organizations. Herein only lies hope for the schools.

Reviews and Abstracts

THE FORGOTTEN DAUGHTER. Caroline Dale Snedeker. Illustrated by Dorothy P. Lathrop. Doubleday, Doran, 1933. \$2.00

The daughter of a well-born Lesbian and a Roman soldier spends her childhood and girlhood as a slave on the country estate of her father's family. In the presence of harsh treatment and scanty comfort, her Greek sensitiveness to beauty is satisfied by the incomparable poetry of her mother's people, and by the beauty of the Italian countryside. A love story, the stirring events in Rome at the time of the Gracchi, an attempt to escape from slavery, and the solution of the mystery of Chloe's abandonment by her father furnish the action.

Mrs. Snedeker enters emotionally into the lives of her characters, and so manages to evoke the sorrow of the Lesbian slaves, homesick for their lovely island, the stern endurance and bitterness of the young friend of the murdered Tiberius Gracchus, and the pleasant dignity and grace of

Roman home life. The parallels between the Roman Republic and the United States today are, of course, many and striking. Mrs. Snedeker uses them to vivify the period of which she writes. She points out, for example, that the problem of the dispossession of the small farmers which cost Tiberius Gracchus his life has its counterpart in present-day America. In thus explaining ancient customs in terms of today, however, Mrs. Snedeker always allows for differences in viewpoint.

A reviewer should not pass over the exceptional beauty of style without comment. Mrs. Snedeker's genuine love for Greek culture inspires the story of the little slave, and must inevitably lead the sensitive child who reads it to seek out the splendid dramas, and beautiful lyrics of ancient Greece.

One might, after the manner of guide-books, triple-star this volume, for it will furnish delightful reading in home, school, and public libraries.

D. B.



TRENDS IN JUVENILE PUBLICATIONS

(Continued from page 12)

children's books has been seriously affected by the depression. It undoubtedly is true of other public libraries as it is of the Hamtramck school library, that books are ragged and worn and there is no money to replace them. Yet the picture is not wholly a dark one.

The greatest barrier to authors is economic rather than editorial, for it goes without saying that there must be buyers before even good books can have a chance. Every one at all familiar with output of children's literature during the prolific years, knows that there was an enormous amount of tawdry and mediocre stuff placed upon the market. There was such a fever for buying that almost anything "got by." The depression is like a refining fire, which

"shall try every man's work," burning out the dross and saving the pure gold. The writer whose work is accepted in these days may be reasonably hopeful that it will join the list of "permanents." And of these there are a surprisingly large number. The annual list of new children's books prepared by Miss Van Cleve, for the N. E. A. JOURNAL is not shortened this June, nor is there a vapid little "Rosebud fairy" title among them. Book lists put out today for children's reading have every quality of attractiveness and varied interest.

Economic conditions have retarded, but we cannot believe they have destroyed the important market for beautiful and deserving children's books.